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ABSTRACT

Two conference reports focus on career education programs for handicapped high school students. Described is a work study program for educable mentally retarded (EMR) senior high students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching positive work attitudes, teaching money and time management skills, and improving self concepts. Components of the model program are reported to include a fulltime work study coordinator, prevocational and occupational orientation, inservice training for teachers, selective job placement and supervision, and career training via educational and community agencies. The second paper offers guidelines for the design of programs in career development for secondary handicapped children. Said to be required for program development are adequate funds, facilities, community support, instruction, and evaluation procedures. A suggested high school work study curriculum is outlined which correlates work experience with the meeting of academic and vocational objectives. Listed are approximately 120 jobs held by special students in one school system. Job titles and descriptions are given for 37 jobs. (DB)

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PRESENTATION PAPER FOR THE

51st ANNUAL INTERNATIONAL CONVENTION

THE COUNCIL FOR EXCEPTIONAL CHILDREN

April 22-28, 1973 Dallas, Texas

Submitted by:

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TOPIC: "ORGANIZATIONAL APPROACH TO A REGIONAL WORK-STUDY AND CAREER DEVELOPMENT MODEL FOR SECONDARY HANDICAPPED YOUTH AND ADULTS"

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FOREWORD

The Hamilton County Office of Education is vitally interested in helping children with handicapping conditions. It is a coordinating agent in assisting all professional personnel in this geographic area to have continual and meaningful dialogue with each other so that the needs of handicapped children are adequately served.

Within this role, the Hamilton County Office of Education, supported by the Division of Special Education, State of Ohio, has developed and implemented a multi-district, cooperative Work-Study and Career Development Program designed to meet the occupational and vocational needs of the Educable Mentally Retarded.

We sincerely believe that with the encouragement, cooperation and assistance from school administrators, special educators, university personnel and community agencies, we have finally begun to truly serve these children, whose needs are so dire and multiple.

COLIN P. YACKS, Director
Division of Special Education

INTRODUCTION

One of the major responsibilities mandated to the Hamilton County Office, Division of Special Education by the State Division of Special Education was to initiate, and expand existing programs and services for the handicapped child through joint planning and cooperation among all 24 Hamilton County Public School Districts.

Special Education programs must contain certain specialized elements if they are to be effective in meeting the needs of handicapped children, i.e., strong leadership, psychological services, instructional resource materials centers, speech therapists, language pathologists, consultant supervisors, work-study coordinators, etc.

The Division of Special Education at the Hamilton County Office, has initiated a cooperative multi-district approach to work-study and career development this year hoping to achieve their major responsibility by involving all districts having secondary programs for the handicapped through a joint effort to provide the above mentioned services.

It is the purpose of this presentation, then, to focus on the specific aims and objectives of a cooperative work-study and career development program. This presentation has been designed with the hope that it will serve as a guide to work coordinators, high school teachers and area administrators as a source of information and as a means of stimulation for program development in districts initiating Work-Study for the first time and those districts interested in multiple and cooperative program planning components of work-study and career development.

A more detailed description and information concerning the Hamilton County Plan is available in the "Handbook, The Development of a Regional Work-Study Component for EMR". You can obtain this manual by writing the Hamilton County Office of Education. Cost is $4.00.

PHILOSOPHY OF SPECIAL EDUCATION FOR THE E.M.R.

The basic philosophy underlying the education of retarded children is no different from that for all children. The fundamental aim of all education is to teach children to live wisely and well in the environment in which they may find themselves.

To realize this fundamental aim of education as applied to the Educable Mentally Retarded requires that, in adjusting the curriculum, emphasis be placed upon: (a) Education in keeping with the capacities, limitations, and interests of each child; (b) education for helpful living and wholesome social experiences; (c) education for participation in the world of work.

GENERAL OBJECTIVES

In accordance with the above basic philosophy, there are certain general objectives for the education of EMR's which should help to determine the adjustment to be made in the curriculum for them. These are concerned primarily with their education in the world of knowledge, in occupational life, in leisure time, and in social relations.

SPECIFIC OBJECTIVES

We shall assume that the school has equipped the EMR child with the simplest tools of learning to the extent of his ability. He may be able to do simple arithmetical computations, read on third to fifth grade levels, and do simple manual tasks. This is not enough in view of the problems he must meet in the community. He must have been educated through day by day experiences for the following goals:

1. planning and choosing his leisure activities wisely
2. earn as much of the necessities of life as possible
3. spend his salary wisely
4. keep physically well in order to enjoy life to its maximum
5. make friends and to participate in social and civic experiences
6. live as a contributing member of a family and neighborhood group, and later perform the role as head of a household
7. grow in moral and spiritual values

HAMILTON COUNTY WORK-STUDY MODEL

Since the inception of the first work-study program for handicapped children in Hamilton in the early 60's, there has always been a need to establish some type of coordination between all of the programs. In June of 1967, the Hamilton County Office of Education applied for and was granted a Research and Demonstration Project that established a County Work-Study Coordinator whose primary responsibility was to actively develop and assist teachers, coordinators and administrators in developing and planning work-study programs. After this was achieved, the Hamilton County Office felt that the work-study programs needed to find new dimensions and to provide a more comprehensive education for all handicapped children and a total range of therapy for all their needs.

A significant reason for this was the demanding role placed upon the teacher-coordinator: that of master teacher, counselor, placement specialist and work experience supervisor. Another major reason for reassessment was changing personnel, which created a lack of continuity for community employer contacts.

The ultimate purpose of this program is to enhance the employability of high school handicapped children in Hamilton County by utilizing the skills and resources of a full-time coordinator. This can be accomplished by making this coordinator responsible for 11th and 12th grade students and other students ready for community job experiences, to seek out potential employers and jobs that are commensurate with the student's skills and attitudes.

Specifically the Hamilton County Work-Study Model is designed to do the following:

a. Decrease the incidence of early school drop out of the Educable Mentally Retarded and encourage them to remain in school.

b. Improve basic work skills necessary in obtaining and keeping employment.

c. Teach positive attitudes toward work as a way of gaining personal satisfaction and taking care of personal economic needs.

d. Teach EMR pupils to manage money and time wisely.

e. Teach human relations and other skills and knowledge needed for successful entry and retention of jobs.

f. Obtain involvement and cooperation of parents in the work experience process.

g. Improve self-concepts of pupils by showing them that they have and can develop skills that have value in real work situations.

h. Relate work experience to vocational, occupational, and curricular offerings, thereby, making the curriculum more meaningful to EMR pupils.

WHAT IS THE HAMILTON COUNTY AREA WORK-STUDY AND CAREER DEVELOPMENT PROGRAM?

The area approach to Work-Study really began in the winter of 1970. At that time the State Division of Special Education called a meeting of several Ohio County Work-Study Coordinators to Columbus to discuss plans for organizing a Work-Study Model that would offer a comprehensive delivery of prevocational and vocational services to more handicapped pupils in Ohio school districts.

The Hamilton County Office immediately began to develop such a model by establishing multi-district work-study centers throughout the county. Seven coordinators are assigned simultaneously to 3 or more districts (see map).

In two years the program has expanded to one other county in Southwestern Ohio.

AREA WORK-STUDY AND CAREER DEVELOPMENT PROGRAM MODEL PROVIDES SCHOOL DISTRICTS THE FOLLOWING SERVICES:

- Prevocational and occupational orientation for pupils in grades 10-11-12.
- Inservice training for secondary teachers.
- Selective job placement and supervision.
- Career training via local Joint Vocational School District and community agencies.

TOPIC OUTLINE FOLLOWED BY BRIEF SUMMARY

OF THE CONTENT TO BE PRESENTED

I. The Problem

A. Ineffective programs

B. Administrative headaches

C. Dual role of teacher-coordinator ineffective

D. Limited job opportunities available

E. Many scattered, isolated and disorganized work-study programs

II. The Need

A. Survey present work-study programs in local districts

1. Total student population

2. Number of E.M.R. units

3. Number of E.M.R. students presently enrolled

4. Program growth and need for the future

5. Communicate to administrator the need for organization

B. Evaluate present program performance

C. Involve teacher-coordinator and administrator in planning

D. Formulate a plan

III. The Plan

A. Full-time work-study coordinator to:

1. Coordinate all districts into regions or hubs

2. Work full-time with administrators, employer groups and parents

3. Develop an effective program

4. Organize a county-wide central job clearing house

5. Tap new sources of employment for the E.M.R.

6. Serve as a vital communication line between professionals in the field

7. Help districts initiate, develop and maintain work-study programs through contracting the services of a county office or central agent.

IV. The Regional Work-Study and Career Development Model Provides School Districts:

A. Prevocational and occupational orientation for pupils in grades 10-11-12

B. In-service training for secondary teachers

C. Selective job placement and supervision

E. Vocational training via local community agencies and Great Oaks Career Development Center (Joint Vocational School)

V. Prevocational and Occupational Orientation

A. The Hamilton County Area Work-Study and Career Development programs provides a staff of coordinators and supervisors on a contract basis to secondary teachers and administrators of educable retarded pupils in the areas of:

1. Curriculum Development

2. Prevocational and Vocational Learning Packet materials

3. Research and Demonstration of Instructional Models

4. Consultant assistance to Junior High School work-study programs

5. Federal Projects under P.L. 90-576, Section B of Vocational Education for the Handicapped

VI. In-Service Training for Teachers

A. The Hamilton County Area Work-Study and Career Development Model provides regular inservice seminars in various school districts and community agencies.

The purpose of these seminars is to acquaint and familiarize teachers with new and innovative methods, materials and approaches in teaching the handicapped pupil.

The seminars are conducted monthly in each Work-Study Region. The Regional Work-Study Coordinator will chair these meetings since the content focuses directly on the Work-Study Program.

Suggested Seminar Topics:

1. Discussion and Demonstration of Occupational Diagnostic and Evaluation Techniques.

2. Plan for group and mini workshops in the area of Career Development for the Handicapped.

3. Demonstration and Use of New Pre-Vocational and Vocational Materials for Handicapped Children.

4. Staffing pupils having job adjustment problems in the community and in school

VII. Selective Job Placement and Supervision

A. The Hamilton County Area Work-Study and Career Development Program provides vocational training and work experience opportunities for the educable retarded, from the age of 16 who are classified as 11 or 12 grade pupils in the high school programs. Through successful in-school work experiences provided by the school district, the pupils will be prepared to be gainfully employed in the community on a part-time basis first, then when ready, on a full-time placement. When pupils have had in-school work experiences and classroom preparation in prevocational and occupational orientation (work habits training), they will be ready for the community placement.

In addition, the Work-Study Coordinators may also assist other handicapped pupils in the districts needing work-study services.

It is the conviction of the County Office that through a more positive, innovative approach, educable retarded youth can become productive members of society - GAINFULLY EMPLOYED AND TAXPAYERS - rather than being tax supported.

VIII. Career Training Via Local Joint Vocational School District and Community Agencies

A. The Hamilton County Area Work-Study Program is able to provide a comprehensive delivery of Occupational and Vocational services to the handicapped pupils through a coordinated network of community agencies.

Evaluation data from our present work-study system indicates that at least 30% of the handicapped students are presently under-placed on jobs below their skill level and that 10% are in need of special agency services.

Inorder to better serve these pupils the Hamilton County Regional Work-Study Program has developed agreements and liaison personnel with the following agencies:

1. Bureau of Vocational Rehabilitation
2. Goodwill Industries
3. Ohio Bureau of Employment Service
4. Vocational Planning Center
5. University of Cincinnati Rehabilitation Center
6. Northwest Vocational School
7. Great Oaks Career Development Center (6 county JVSD)

The programs offered by these agencies include:

1. Sheltered Workshop and Activity Centers
2. Counseling and Vocational Planning
3. Physical and Psychological Therapy

4. Employment Placements (on the job skill training)

5. Testing (aptitude - interest)

6. Specific training in - custodial, auto mechanics, furniture repair, dry cleaning, printing and others

7. Occupational Therapy and Adjustment

8. Special Education Career Development Units. 20 EMR students enrolled in six vocational areas:

    a) Hotel Motel Service
    b) Child Care
    c) Agricultural Mechanics
    d) Auto Truck Bus Mechanics
    e) Clerk Typist
    f) Metal Fabrication

9. Private vocational schools

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ESTABLISHING PROGRAMS IN CAREER DEVELOPMENT FOR EXCEPTIONAL CHILDREN

By

Ronald Z. Shoemaker

ESTABLISHING PROGRAMS IN CAREER DEVELOPMENT

FOR EXCEPTIONAL CHILDREN

There is a definite need in all communities and school districts to establish career development programs for the exceptional child. Special education curriculums should provide for the instruction of the career clusters in grades K-12. It can be presented to the students along with their social, academic and vocational skill classes.

There have been numerous studies on the practicality of placing handicapped youngsters in actual work and/or work experience situations with employers and supervisors, who help them make positive gains in their daily performance. It is a profitable experience for special education students to become involved with the world of work so they may become contributing citizens to society.

Each community has the ability to help educate handicapped students. What will be practical in one school district may not be practical for the other in establishing a program; however, the philosophy behind establishing career oriented programs remains fairly constant.

To establish a program in career development for the exceptional child, a system must be able to obtain and provide the following:

I. Funds - Funds may be obtained from local, county, state, and federal sources. Each state has a way to finance public education, and all efforts must be oriented to procure all the financial assistance that may be available.

A. Special Education And/Or Regular Education

1. Personnel

a. Diagnostic personnel (Screening and placement of students)

b. Coordinators

c. Teachers

2. Supplies and Support (Money for stipends)

3. Transportation

B. Division of Vocational Rehabilitation

C. Department of Vocational Education

D. Department of Career Education

II. Facilities - Proper classroom space for instruction and training must be available.

A. In School Plants

B. In Private Industry

C. In Non-Private Industry

III. Community Support - The community must support the efforts of the local school system.

A. School Bond Elections

B. Local Business Men

C. All Government Institutions and Facilities

1. Municipal Government Personnel

2. County Government Personnel

3. State Government Personnel

4. Federal Government Personnel (See Attachment 2.)

D. Colleges and Universities

IV. Instruction - There must be a curriculum and objectives established that are realistic to the student population served. (See Attachment 1.)

V. Evaluation - The program should be evaluated by interested persons and institutions and/or agencies providing support for the program to establish its effectiveness and value to the students and system involved.

A. Evaluating Agency (North Central Association)

B. Community

C. Individual Industry (Private)

D. Non-Profit Industry

E. Funding Agencies

The above items have been made available so that a community may best serve its exceptional child population. There are other factors that may determine the posture of a program; but to establish a program in the area of career development, a community must be totally involved.

Attachment 1. - A high school work-study curriculum and objectives.

10th grade requirement:	11th grade requirement:	12th grade requirement:
360 work experience hours (2 credits)	360 work experience hours (2 credits)	Full time work and/or work experience. 720 hours (4 credits)
Mathematics (1 credit)	Mathematics (1 credit)	
Language Arts (1 credit)	Language Arts (1 credit)	
Social Studies (1 credit)	Social Studies (1 credit)	
Total (5 credits)	Total (5 credits)	

Objectives:

A. Health Objectives

To improve each student's general health, to identify specific health problems, and to correct such problems when posible.

1. General physical examinations.
2. Psychological examination.
   a. Psychometric evaluation.
   b. Psychological treatment when indicated.
   c. Other treatment services when indicated.
3. Health and Physical Education
   a. Instruction in hygiene, nutrition, and good health habits.
   b. Physical education involving exercise, games, and recreational activies.

B. Instructional Objectivies

To provide learning experiences appropriate to the understanding of the student at various developmental stages in the following areas:

1. Communication
2. Arithmetic
3. Social Competencies
4. Personal Competencies

5. Vocational Competencies

6. Health and Recreation

7. Citizenship

C. Vocational Objectives

To assess and develop realistic vocational readiness and goals through the following:

1. Evaluation of student potential.

2. Selection of activities to develop potential.

3. Evaluation of successful development.

Activities to implement Objectivies (Classroom)

A. Health and Appearance

1. Physical examination by a licensed physician.

2. Psychometric examination by public school evaluators and/or D.V.R. counselors.

3. When need is indicated, evaluation and arrangement for recommended treatment for physical or emotional disabilities, followed by re-evaluation.

4. Group and individual counseling on the development and maintaining of positive self concept and mental health as related to handling emotions, getting along with others, living independently, being a responsible citizen, adjusting to the different demands of work and social personalities, etc.

5. Group and individual instruction and discussion of maintaining physical health through cleanliness, diet, exercise, and general good health habits. Sex and drug education as appropriate and as a part of physical and mental health.

6. Group and individual instruction and discussion of what constitutes good grooming and appropriate dress for school, work, and leisure time activities.

7. Group study of constructive and rewarding use of leisure time.

B. Vocational English and Communication

1. Learning to use the newspaper to locate jobs.

2. Learning to use the telephone directory to locate jobs.

3. Learning about employment services and necessary forms.

4. Learning personal data required for filling out applications and other forms.

5. Learning to fill out applications and other forms.

6. Learning to write letters to find out about and apply for jobs.

7. Learning to make introductions of self and others.

8. Learning how to speak of and to adults, peers, and younger persons in varying situations.

9. Learning work vocabulary.

10. Learning about job interviews.

11. Learning to follow several steps in directions from simple to individually gauged complexity, oral to printed or written.

12. Learning the difference between facts and opinions.

13. Learning to plan and organize activities, personal and group.

14. Collection of data concerning student interest, abilities, aptitudes, aspirations, educational level, social and personal attributes, health, experience, and family background, as to socio-economic status, aspirations, etc.

C. Vocational Arithmetic

1. Learning fundamental arithmetic processes.

2. Learning about our money system, including how to make change.

3. Learning how arithmetic relates to hours worked, rate of pay, and payroll deductions.

4. Learning about payroll deductions.

5. Learning about taxes and social security.

6. Learning about banking services and how to use them.

7. Learning about borrowing money, interest, credit buying, credit references, and how to become eligible for credit or borrowing.

8. Learning how to budget money and studying realistic budgeting on various levels of pay.

9. Learning about measurement, precise and estimated, and how it relates to work skills, driving etc.

D. Travel Orientation and Transportation

1. Learning how to read common community signs.

2. Learning how to read street signs and numbers.

3. Learning how to use a map.

4. Learning how to identify important buildings.

5. Learning to locate rooms in a large building.

6. Learning about the use of local transportation facilities.

E. Citizenship

1. Learning about self and home through individual and group discussion and counseling.

2. Learning understanding of and respect for the rights of others through individual and group counseling.

3. Learning the rights and responsibilities of being a United States citizen, (same method).

4. Learning respect for the United States of America, its laws, customs, and institutions.

F. Vocational

1. Learning about types of jobs.

2. Learning about job working conditions, including hazards.

3. Learning about job regulations.

4. Learning about seasonal and year-round work.

5. Learning about employer expectations.

6. Learning about co-worker expectations.

7. Learning about general wage ranges.

8. Learning about labor unions.

9. Learning about work shifts.

10. Learning about workmen's compensation.

11. Learning about sick leave and vacations, and the difference between.

12. Learning about promotion and seniority.

13. Learning about fringe benefits.

14. Learning about training requirements for jobs.

15. Learning about opportunities for continued training.

16. Learning to identify jobs within the range of one's capabilities.

17. Learning to classify jobs by similarity in activities.

18. Participating in vocationally related field trips.

19. Applying learning to locating jobs.

20. Registering at the State Employment Office.

21. Being referred to Vocational Rehabilitation.

22. Learning that successful employment, or holding a job, depends upon formal and informal evaluation of:

    a. Productivity

    b. Punctuality

    c. Perseverance and dependability

    d. Distractibility

    e. Performance in competitive settings

    f. Cooperative effort

    g. General work habits and attitudes

    h. Performance without definite supervision

    i. Responsibility without definite supervision

    j. Ability to manipulate materials and spatial comprehension

    k. Ability to carry out oral, printed, or written directions.

23. Studying leisure time activities for usefulness, as "hobbyology" as a source of income.

24. Learning pride in being self-sufficient and in supporting a possible future family as compared to being a public dependent.

High School Graduation

The high school work-study program allows two terminal goals for completion: a certificate of completion of the two year instructional work requirement course and high school graduation with six academic or classroom instruction courses and eight work and/or work experience credits.

The following are categories of employment in which special vocational education students in Albuquerque Public Schools have at some period been engaged.

A
Adobe maker
Air Cond. and Heating
  Maint. cleaning and pattern
Airplane Maintenance
Alterations-cleaners
Ambulance service attendant
Animal hospital clean-up man
Apartment maintenance helper
Auction helper

B
Baby sitter
Baker's helper
Beauty shop helper
Bed patient attendant
Body shop trainee
Bookbinding
Boot black
Bowling lane alley boy
Bus boy

C
Cafeteria server
Car cleaner (used car lot)
Car lot attendant
Car hop
Car washer
Carpenter's helper
Cashier
Cemetary helper
Construction laborer
Cook's helper
Custodian

D
Dairyman's helper
Day nursery helper
Delivery boy
Dental assistant's helper
Dishwasher
Drive-in movie helper

E
Electric motor repair helper

F
Farm Hand
Feed store helper
File clerk
Florist's helper
Fry cook
Fruit stand helper

F(continued)
Fruit stand laborer
Furniture manufacturer's helper
Furniture refinisher

G
Garbage collector
Garbage truck driver
Gardener's helper
Garage attendant
General helper
Gift wrapper
Golf course attendant
Grounds helper

H
Hand ironer
Handyman
Hat check girl
Hauling-general
Hod carrier
Horseman
Hospital helper, orderly, general
Household aid

I
Inventory helper-variety store
Ironing, private

J
Janitor
Janitor's helper
Junkyard laborer

K
Kitchen helper

L
Laborer-unskilled and semi-skilled
Landscape helper
Laundry attendant
Laundry route helper
Library file clerk
Locker room attendant
Lumber yard laborer

M
Maid
Matron's helper
Meat packer and loader
Mechanic trainee (auto)
Musician (combo)

N
Newspaper selling
Nursery worker

N (continued)
Nurse's Aide
Nursing home attendant

O
Occupational therapy helper
Office boy

P
Painter's helper-auto and body shop painter
Pile driver
Photographer's aide
Plasterer's helper
Playground aide
Printer's helper

R
Ranch hand
Restaurant-general help
Routeman's helper

S
Salad maker
Sand and gravel laborer
School cafeteria helper
Service station attendant
Sheet metal apprentice
Shipping department aide
Shoe repair apprentice
Sign painter helper
Skating rink attendant
Stocker in variety store
Stock clerk helper-department store
Stone mason helper
Supermarket stock boy and sacker

T
Ticket sales-civic
Tile layer's helper
Tire changer
Tooth brush sales
Truck loader
Typewriter service man
Teacher's aid-head start
Transmission-apprentice helper

U
Upholstery trainee

V
Veterinarian hospital helper
Volunteer-occupational therapy, hospital

W
Waitress
Washeteria helper
Wholesale warehouseman's helper
Window displayer
Wrecking yard helper

Y
Yard work

Attachment 2.

KIRTLAND JOB TRAINING PROGRAM -- PROPOSED STATIONS

Job Title	Job Description
Recreation Assistant	Line ball fields, Maintenance on playing fields, dragging fields, equipment issue, clean up work.
Appointment Clerk	Receiving phone calls and making appointments.
Heat and Boiler Helper	Change filters, reinsulate, paint boiler room.
Lab Technician's Helper	Learn basic lab procedures, preparing patients for blood donation, filing reports.
Clothes Sorter and Flat Worker	Separate linen to go to pressing machine, and sort clothes for pressing machine.
Dining Room Custodian	Help set up dining rooms for regular and/or special functions.
Dispatcher's Helper	Help supervise and operate control center, records service requests, fuel and quantity issued, service completion time on fuel dispatch, arrange for delivery of bulk ground fuels on a scheduled basis.
Draftsman's Understudy (Helper)	Minor drafting (title blocks), errands and survey site helper.
File Clerk	File and extract material from office files.
Film Librarian's Helper	Cleaning, splicing, packaging and cataloguing film.
Food Handler's Assistant	Handle food during preparation processes.
Food Server	Serve food in cafeteria line.
Gardener's Helper	Help plant, water, fertilize, mow, and trim lawns, trees and shrubs.
Greenskeeper's Assistant	Gardening type training for golf greens.
Insect Identifier's Helper	Help with insect identification and methods of insect control.
Janitor's Helper	Sweep, mop, and wax floors.

Key Punch Assistant	Manual card correction.
Kitchen Helper	Clean up of kitchens, wash dishes, and handle food.
Librarian's Assistant	Store and shelve books.
Warehouse Assistant	Handle household goods, lead supplies, and equipment on trucks, deliver equipment, warehousing, janitorial work in area.
Lubrication Man	Lubricate vehicles and equipment.
Maid	Domestic duties in house cleaning.
Mason and Plasterer's Helper	Mix concrete, plaster and mortar, learn equipment and materials layout, learn form construction, learn proper use of tools.
Painter's Helper	Help spray, mix paint and primer to proper consistency, and learn the proper method of application.
Plumber's Helper	Make minor plumbing repairs.
Receptionist	Answer phone, take messages, run errands, file items.
Refrigeration Repairman's Helper	Help in cutting and installing filter pads, scraping calcium and rust from cooler surface, repainting coolers, and clean up areas.
Assistant shipping and receiving clerk	Open shipments, layout material, assist in distribution of goods.
Stock Boy	Stock shelves, take basic inventories.
Sign Maker	Make signs on 3-M sign making machine.
Tire Man	Change tires on rims, remove and mount tire and rims on vehicles.
Tool Issue Clerk	Release and receive tools from main tool bin.
Typist	Type repetitive forms and miscellaneous materials.
Vehicle Maintenance Helper	Help perform general garage repair and maintenance of vehicles.

Vehicle Washer	Wash Vehicles.
Water Tester's Helper	Help to perform chemical analysis of water supplies in swimming pools.
X-Ray Technician Aid	Help with receiving, filling out paper work, filing, typing necessary.

It is understood that the job titles and descriptions are to be considered open-ended, relative to the progress and potential of the individual student.